Foundations of College Writing

Dr. Sherry

Portfolio

Katie McHale

My semester with Foundations of College Writing consisted of three projects and five writing goals. For my first project, I interviewed several different people and researched a part of college culture, being tripled in a college dorm. In my second project I took that research further by constructing three genres aimed at three different audiences. In the third project I used personal experiences from my past, present, future to relate back to what it means to be educated. The five goals of the course are below, along with examples.

**Goal A. Students will be able to compose for particular audiences and purposes.**

I was able to accomplish goal with my second project. The second project was focused on addressing multiple different audiences with multiple genres. The genres included a poster, flyer, satire, and letter. In my letter I was able to address any audience I chose. I chose to address parents/guardians. Here is the letter that I wrote:

INSERT LETTER

I chose the letter format to address this specific audience, because it was more mature then some of my other options. By the time a parent has a child in college, they probably would not appreciate the immaturity of satires. Also, when it comes to their child and money, it is not a joking manner. That is why the letter was the best option to address parents.

**Goal B. Students will be able to compose using language and conventions appropriate to genre.**

In my second project, the purpose was to address different audiences using different genres. The genres could be anything from a satire to a formal letter. In a formal letter word abbreviations used in texts does not belong there, and would take away from the formal letter. However, in a flyer or satire the use of word abbreviations is acceptable. In a letter, it is common to have paragraphs. But, in a poster there are no paragraphs, only bits of information. Here are the two, a letter and poster.

INSERT LETTER

INSERT POSTER

As shown in my letter and poster the type of language I use differs to each genre. I make sure to stay formal in the letter. If I did not use formal language, the letter would no longer be able to be considered formal. In the poster I put in short sentences. If the poster had long paragraphs, a person would most likely just walk by without giving the poster a glance. Reading long paragraphs is daunting and not suitable for a poster.

**Goal C. Students will be able to read, select, and use evidence critically to formulate and support arguments.**

In my first project I did a lot of research to support an argument that I established. I was researching whether it was better to be living in a double or a triple dorm. I was able to find research from scholarly sources and popular articles. I also interviewed a couple of students on how they felt about living in the dorms with one roommate or two. All my research was brought together in this paper:

INSERT CLUE FINAL

After I finished all my research I came to a conclusion. This conclusion was supported from all of the research I had obtained. I put the researched I gathered in my paper. If I found any information that would go against my conclusion I would refute or add a counter argument. In the end it would all the research I put together supported my argument.

**D. Students will be able to interpret and compose in a variety of media and print/ non-print genres.**

Again I bring up my second project. In this project I formed many different genres that could be used in the media. One specifically is the satire. I find satires all the time on YouTube, or in the comic strip in the newspaper. Satires are usually made for the media to show to the public. Below is my version of a satire.

INSERT SATIRE

In my satire I used a picture that is popular in the media. This makes my satire easier to integrate into the media.

**E. Students will be able to discuss and apply appropriate writing processes both individually and in collaborative contexts.**

This goal didn’t exactly have a project, but group work.

After every rough draft we would do peer reviews. During this time we, as a class, would be able to look at our work to find any faults.